MASS.
ED1.2:
C38/
SPRINGFIELD/
995

UMASS/AMHERST

31206601667853 3

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

SPRINGFIELD CHARTER SCHOOL
Proposed Charter School Name

Springfield, MA.
School Location (city/town)

ontact Person

First Stephen Middle C. Last Tracy

:ganization The EDISON PROJECT Address 4 Dorset Drive

City New Milford, State CT Zip 06776

Telephone (203) 355-4380 Fax (203) 355-3042

:ounding Coalition: *(Check Box)*

Parents	Teachers	Private For-Profit Business
XX		XX

Community Based Organization	Museum	Other Founding Group
		XX

Grade Level *(Check Box)*

Elementary	X
Middle	X
Secondary	X
Other Grade Level	

Projected Student Enrollment

Projected Student Enrollment (1st Year)	480
Projected Student Enrollment (2nd Year)	720
Projected Student Enrollment (3rd Year)	880
Projected Student Enrollment (4th Year)	1040
Projected Student Enrollment (5th Year)	1040
Total Number of Teachers	26 (yr 1)
Teacher/Student Ratio	1/18.5

In what type of community will the Charter School be located?

Urban School District XX Rural School District
uburban School District . Other Kind of Community

Do you presently have access to a facility suitable for a school?

Yes No X *
*see attached note

School Focus:
n succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The Springfield Charter School will provide an inspired academic program based on the curriculum and technology plan designed by the EDISON PROJECT. The School will serve a cross section of children from the City of Springfield. In the tradition of the American "common school", no examination will be required for admission.

Executive Summary (one page):
To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

The Springfield Charter School
An Edison Partnership School

Executive Summary

The Springfield Charter School will offer a comprehensive academic program to students throughout the City of Springfield. The School expects to open with a K-5 student body of 480 students in the fall of 1995. It will grow over four years to a full K-12 program for some 1,040 students. Working in partnership with the Edison Project, the School will feature:

- An inspired academic program reflecting the many cultures that make up the Springfield community. The Edison curriculum includes:
    - Humanities and the Arts (including instruction in reading, writing, literature and Spanish, beginning in Kindergarten);
    - Mathematics & Science
    - Character & Ethics
    - Physical Fitness & Health
    - Practical Arts
- An extensive application of educational technology, including a computer in the home of every student;
- More time for learning, including a 206 day school year.

In the tradition of the American "common school", the Springfield Charter School will be open to all children, without tuition and without an entrance examination. It will serve a student population as diverse at the City itself. In 1994-95, 2.1% of the district's students were of Asian decent, 29.7% were African American, 37.6% were Hispanic and 30.6% were White. Eighty-three percent of the district's students had family incomes low enough to qualify for the federal free and reduced priced meal program.

The Springfield Charter School has been developed in cooperation with the Springfield School Committee and Superintendent Peter J. Negroni. The School will work closely with the school district to insure that the benefits of its experience contribute to the improvement of public education throughout the City.

58 White Oak Road
Springfield, Massachusetts 01128
February 13, 1995

Dr. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401
McCormick Building
1 Ashburton Place
Boston, MA

Dear Secretary Robertson:

I am writing as the Chairperson of the Board of Trustees for the Edison Project Charter School in Springfield to enthusiastically support such an endeavor in Springfield.

As an active parent in Springfield, I have been involved in the city-wide parent organization (Springfield Parent Advisory Network) as well as being a member of a School Centered Decision Making Team and the Parent Teachers Organization. I believe in parental involvement and in the school choice process.

I support the efforts of the Springfield Public Schools and Superintendent Peter J. Negroni in the reform efforts. Therefore, I see this Charter School as another opportunity for Springfield citizens to have a choice in the school selection process.

Sincerely yours,

Ruth Moorhouse

Ruth Moorhouse
Chairperson, Board of Trustees
Springfield Charter School - Edison Project

98 Elliott Street
Springfield, Massachusetts 01103
February 13, 1995

Dr. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401
McCormick Building
1 Ashburton Place
Boston, MA

Dear Secretary Robertson:

The Springfield School Committee and I have embarked in an innovative partnership with the Edison Project to plan for a Charter School in Springfield. I and three School Committee members, including the Mayor, who is the School Committee's Chairman, were voted by the School Committee to be on the Board of Trustees of the Edison Project Charter School in Springfield. We see this Charter School as a lightning bolt to accelerate school reform in all of our schools.

We have entered into this partnership in a voluntary and enthusiastic manner. I, therefore, encourage your support of this Charter School for Springfield.

Sincerely yours,

Peter J. Negroni, Ed. D.

Stephen C. Tracy
Senior Vice President, Public School Partnerships

The Edison Project

February 15, 1995

Piedad F. Robertson
Secretary of Education
Executive Office of Education
Room 1401 McCormack Building
1 Ashburton Place
Boston, Massachusetts

Dear Secretary Robertson:

The Edison Project is pleased to join with the Trustees of the Springfield Charter School in submitting the attached application for a charter school, pursuant to the 1993 Massachusetts Education Reform Law.

We are very interested in working with the Springfield School Committee, the Superintendent and other distinguished citizens of Springfield to make the benefits of the Edison school design available to the children of Springfield. We are confident that this venture will contribute substantially to the progress of the students served by the Charter School and to the improvement of public education in the city.

Thank you for your consideration.

Sincerely yours,

Stephen C. Tracy

4 Dorset Drive, New Milford, CT 06776 203 355-4380 fax 203 355-4380

CHARTER APPLICATION

Submitted to the Secretary of Education
pursuant to Massachusetts General Law Chapter 71 section 89.

For

THE SPRINGFIELD CHARTER SCHOOL

An Edison Partnership School

by

The Springfield Charter School Group

and

The EDISON PROJECT

February 14, 1995

The Springfield Charter School

Table of Contents

1.	Mission Statement	1
2.	School Objectives	1
3.	Statement of Need	2
4.	Profile of Founding Coalition	4
5.	School Demographics	6
6.	Recruiting & Marketing Plan	7
7.	Admissions Policy	8
8.	Timetable	9
9.	Evidence of Support	10
10.	Educational Program	10
11.	Student Performance	11
12.	Accountability	13
13.	Human Resource Information	15
14.	School Governance	17
15.	School Community	18
16.	Replicability and District Relations	19

17. Building Options 20

18. Code of Conduct 21

19. Special Needs & Bilingual Students 21

20. Funding 23

21. Transportation 24

22. Liability & Insurance 24

23. Governance Documents 25

Appendices:

A. School Improvement Efforts in Springfield (1989-95)
B. Citywide Test Report 1993-94 (Excerpt)
C. Draft Operating Budget (1995-96)
D. Five Year Projected Operating Budget
E. Five Year Projected Capital Budget
F. Code of Conduct
G. Job Description (Principal)
H. Job Description (Teacher)

Attachments:

A. Edison Project *School Design*
B. Edison Project *Student Standards Book for the Primary Academy*
C. Edison Project *Student Standards Book for the Elementary Academy*

The Springfield Charter School

1.) Mission Statement:

The mission of the Springfield Charter School is to prepare a diverse cross section of Springfield children for success as students, workers and citizens by providing them with a high quality education at prevailing public school costs.

The Springfield Charter School sees itself as a "laboratory of innovation" for the benefit of other public schools in Springfield and beyond. In that spirit, the School will work cooperatively with the Springfield School Committee and Superintendent to assure that any lessons that it learns are shared with other public schools in the city, the region and the Commonwealth. The School also hopes to benefit from examples of good practice in other Springfield public schools. The School will welcome visits and other cooperative exchanges with other interested public schools.

2.) School Objectives:

The objectives of the Springfield Charter School are set forth in detail in the Edison Project's *Partnership School Design*. and *Student Standards for the Primary and Elementary Academies*. (attached). In summary, students served by the Charter School will develop knowledge and skills in the following areas:

A. Academic Objectives: All students will reach high levels of achievement in the following academic areas:

- Reading & Language Arts (*Primary Standards Book*, p 16, *Elementary Standards Book*, p 33.)
- History & Social Sciences (*Primary Standards Book*, p 29, *Elementary Standards Book*, p 22)
- The Arts (*Primary Standards Book*, p 37, *Elementary Standards Book*, p 46)
- World Languages (*Primary Standards Book*, p 27, *Elementary Standards Book*, p 43)

- Mathematics & Science (*Primary Standards Book,* p 46, *Elementary Standards Book,* p 58)

B. All students will demonstrate achievement in the following additional areas:

- Character & Ethics (*Primary Standards Book,* p 53, *Elementary Standards Book,* p 72)

- Health & Physical Fitness (*Primary Standards Book,* p 57, *Elementary Standards Book,* p 78)

- Practical Arts & Skills (*Primary Standards Book,* p 61, *Elementary Standards Book,* p 84)

The multicultural nature of the curriculum, as reflected in the Student Standards Books, is particularly appropriate in light of the diverse student population to be served by the School.

Teachers at the School will have the opportunity to participate in the refinement and future development of the School's curriculum. By using the electronic network provided by the Edison Project, they will collaborate with teachers in other Edison schools in this effort.

3.) Statement of Need:

A. Why is there a need for this type of school?

The social and economic future of Springfield depends on the community's ability to provide a competitive, first rate education to all of its children. While the present public school program functions well for many students, achievement results make it clear that too many of Springfield's children are not living up to their full academic potential. As the attached data from the 1993-94 Citywide Test Report show, this is particularly true for African American and Hispanic students (see Appendix B).

The proposed Springfield Charter School will respond to the need for improved academic performance by making a high quality instructional program available to the children of Springfield. In the spirit of the American "common school," the Springfield Charter School will serve a representative cross section of the community's children, without entrance examination.

The Charter School expects to learn from other successful educational programs and activities in the Springfield Public Schools and to contribute to the improvement of curriculum and instruction throughout the district.

B. Explain why a charter school would help to effectively address this need:

The Edison Project provides Springfield with educational advantages that it would otherwise find difficult to afford, such as an extended school year and a variety of academic programs not presently available in the school system.

The Springfield Charter School is designed to enable a representative cross-section of Springfield children to perform at high levels. As a result, every one of the School's graduates will be well prepared for further education. The details of the plan that will insure positive results for our students is set forth in the attached *School Design*. Among other things, we intend to reach our ambitious goals in the following ways:

- Long term relationships between teachers, students and families. Because of the School's "academy structure", groups of children will work with teams of four teachers for two or three years at a time, rather than the typical 10 months.

- Highly qualified professional staff. Our school's administrative and teaching staff will be selected on the basis of rigorous criteria as the result of a local and national search. Teachers will receive extensive pre service and in service training and will be free from "non-professional" duties during the school day.

- More time for learning. Our school will serve students for seven or eight hours a day, 206 days a year. Over the course of a thirteen year school experience, this schedule will provide the equivalent of several years of additional time for learning.

- Intensive use of technology. The Springfield Charter School will make extensive use of computer and telecommunications technology. An interactive electronic network known as "The Common" will link all teachers, students and families in the school with each other and with other Edison schools across the nation.

- Individualized and varied instructional methods that address the important differences in the ways children learn.

- A focused, carefully integrated curriculum that inspires -- one that will give all students in depth understanding across all academic core areas.

- Access to substantial curriculum, instructional and staff development resources through the Edison Project's national system.

4.) Profile of Founding Coalition:

A. The Founders of the Springfield Charter School consist of the following individuals:

Ruth L. Moorhouse, Chairperson

Parent Representative
Graduate, Springfield Technical Community College
President, Glickman School P.T.O.
Cosmetologist, the Hair Shack

Richard Stebbins, Vice Chairperson

Regional President, BayBank
Holy Cross College AB 1958
Harvard University MBA 1960

Ronald Copes, Treasurer

Second Vice President, Corporate Communications
Mass Mutual Life Insurance Company
Lincoln University BS 1963
Atlanta University MBA 1973
Vice President, Springfield School Volunteers
Veteran, U.S. Army (27 years)

Cathy Montagna, Clerk

Parent Representative
Certified Nuclear Medical Technologist, Baystate Medical Center
Springfield Technical Community College AS 1993
Member, Site Based School Management Team 1991-93

Robert Markel

Mayor of the City of Springfield.

Robert McCollum

Member, Springfield School Committee
Springfield Technical Community College AA
Senior Marketing Manager, Junior Achievement of Western Massachusetts (14 years)

Deborah McGriff (Ex Officio)

Senior Vice President of the Edison Project
Former Superintendent of Schools, Detroit, Michigan

Peter J. Negroni

Superintendent of Schools, Springfield

Kenneth Shea

Member, Springfield School Committee
Attorney
Veteran, U.S. Navy
Former Teacher, Springfield Public Schools

Stephen Tracy (Ex Officio)

Senior Vice President of the Edison Project
Former Superintendent of Schools, New Milford, CT

B. History of Founding Partners:

Superintendent Negroni, the Springfield School Committee and members of the staff of the Springfield Public Schools have been discussing the possibility of bringing the Edison school design to Springfield since the spring of 1994. At its regular meeting on November 28, 1994, the School Committee voted to join with the Edison Project in an application for the creation of a charter school in Springfield. The School Committee established a subcommittee consisting of two of its members to work with the Superintendent and representatives of the Edison Project to work out a detailed plan for a charter school, including the development of a board of

trustees, the identification of student objectives, the drafting of a charter application, the preparation of a budget and the identification of a facility.

C. Plans for further Recruitment.

The Board of Trustees is open to the addition of other individuals who are committed to the mission of the school. In particular, the Board expects to add new members who are parents of students admitted to the School as soon as the admissions process has been completed. The membership on the Board will reflect the diversity of the Springfield community.

5.) School Demographics:

A. Describe the area where the school will be located.

The Springfield Charter School will be located in an existing public elementary school facility in the city of Springfield, Massachusetts. Several potential sites have been inspected by Edison Project staff. A final decision on the most appropriate location is expected to be made by March 1.

The Springfield Public School System serves some 24,000 students in 41 schools. In 1994-95, the racial/ethnic make-up of the school district is as follows:

Asian	2.1%
Black	29.7%
Hispanic	37.6%
White	30.6%

Approximately 13.2% of the district's students are served in bilingual education programs in Spanish, Russian and Vietnamese. Approximately 83% of the district's students qualify for assistance under the federal free and reduced price meal program.

The Springfield Charter School will reflect the ethnic and economic diversity of the community as a whole. Students will be selected through Springfield's existing controlled choice program, so as to assure consistency with the district's racial balance goals.

B. Why was this location selected?

Springfield was selected as the site for the School because it is a city that reflects many of the opportunities and challenges facing public education in the Commonwealth of Massachusetts in the 1990's. Its public schools serve

a diverse population of students. Limited budgets and traditional patterns of school organization have made it difficult to reach the levels of performance that Springfield's educators and citizens would like to see for all students.

C. Student Population to be Served.

The Springfield Charter School will serve a representative cross-section of the city's student population. A substantial proportion of the students to be served will come from low income families. Many will come from homes in which English is not the first language.

D. What is the school's anticipated enrollment?

The School will open in the fall of 1995 with a population of approximately 480 students in Kindergarten through grade 5. It is our intention to extend the Springfield Charter School through grade 12, with an ultimate total enrollment of approximately 1,040 students. In the fall of 1996, grades 6-8 will be added, bringing total enrollment to approximately 720. Grades 9-10 will be added in the fall of 1997, for a total of approximately 880. Grades 11-12 will be added in the fall of 1998, bringing total enrollment to about 1,040.

E. What grade levels will be served? How many students are expected to be in each grade level or grouping?

The Springfield Charter School will serve students in grades K-5 upon opening in the fall of 1995 and expand to K-12 by the fall of 1998. Each grade level will consist of approximately 80 students.

6.) Recruiting & Marketing Plan:

A. How will you publicize the school to attract a diverse pool of applicants?

A variety of means will be employed to insure an adequate pool of applicants for the Springfield Charter School, including the use of print media and local cable television. Personal contact with the parents of prospective students will be insured through the Parent Information Center of the Springfield Public Schools, through local civic and neighborhood associations and by distributing information through the local public schools. Neighborhood "coffees" and open house sessions at the school will provide interested parents with numerous opportunities to acquaint themselves with the school's curriculum and design.

B. What type of outreach will be made to potential students and their families?

A particular effort will be made to reach out to the parents of minority and economically disadvantaged children to make sure that the resulting applicant pool will include a fair representation from these groups. Information about the School will be available in English as well as other languages, as appropriate. Local civic and neighborhood associations will play an important role in this process.

C. Recruiting Students without Parent as Advocates.

Teachers, counselors, religious leaders and other concerned citizens will be invited to submit applications for admission to the Springfield Charter School on behalf of children who do not have parents or guardians willing to advocate for them. Students who are brought to the attention of the Charter School through such "community nominations" will be included in the admissions process provided that their parents consent.

7.) Admissions Policy:

A. Admissions Methods and Standards.

Because the Springfield Charter School is a public school committed to equal opportunity, the School will employ no admissions examination. Students will be selected for the School through the Springfield Public School's existing controlled choice program. In the event that applications for any particular grade level exceed the number of seats available, a lottery will be employed to select the students who will enroll in the School. Siblings of students already selected for the School will be given preference in the admission process. Consistent with the requirements of the Charter School law, admission will be available to children from outside of Springfield provided that all interested Springfield families have been accommodated.

B. Timetable for Student Admissions.

March, 1995:	Springfield School Choice Fair Springfield Student Applications due

April, 1995: Springfield Students admitted
Lottery will be employed for any grades for which applications exceed available seats.
Students not admitted will be placed on a waiting list, in the order of their selection.
Parents notified of admission decisions.

May, 1995: In the event that seats remain available after all Springfield applicants have been accommodated, applications will be made available to non-Springfield residents. If non-resident applicants exceed the number of non-resident seats available for any grade level, a lottery will be conducted to select students.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The School's open admissions policy and outreach program are consistent with its status as a public school and with its mission of providing outstanding educational opportunities on an equal opportunity basis. The School will be accountable to its Trustees and to the Executive Office of Education for assuring that its student admissions process is fair and non-discriminatory.

8.) Timetable:

The Springfield Charter School plans to open its doors to students for the first time in the fall of 1995. Key events between now and then include the following:

November, 1994: Charter application endorsed by the School Committee.

February, 1995: Application filed with the Executive Office of Education

March, 1995: Facility selected.
Facilities lease approved by School Committee.
Charter issued by Secretary of Education.
Selection process for school principal begins.
Teacher recruitment commences.
Parent information program commences.

March (cont)	Student recruitment effort commences. Applications for admission due (resident).
April, 1995:	School Principal selected Support staff recruitment commences. Student selection process completed (resident).
May, 1995:	Student selection process completed (non-resident). Teacher selection completed.
June, 1995:	Pre-service staff development program commences. Parent orientation sessions conducted. Support staff selection completed.
July, 1995:	Facilities renovation completed.
August, 1995:	Pre-service staff development program completed. Equipment, furnishings, etc. installed in facility.
September, 1995:	School opens.

9.) Evidence of Support:

Support for the proposed Springfield Charter School is evidenced by the endorsement that the School has received from the Superintendent and the School Committee, and by the parent, business and civic leaders who have stepped forward to plan the school and to serve on its Board of Trustees.

10.) Educational Program:

A. Describe the Educational Program.

The educational program for the Springfield Charter School has been developed by the Edison Project and is set forth in detail in the attached *Partnership School Design* . A detailed overview of the plan of instruction for students in Kindergarten through grade 5 is set forth in the attached *Student Standards for the Primary and Elementary Academies* .

B. Teaching Methods:

The teaching methods to be employed in the Charter School have been devised by the Edison Project as the result of an eighteen month long

research and development effort. Effective practices in outstanding schools across the United States and around the world were evaluated and incorporated into the school design.

Because the Springfield Charter School will place a significant emphasis on the professional authority of its faculty, decisions about specific methods to be employed to teach particular lessons to particular students will be made by the School's teachers. Typical teaching methods to be employed in the School include:

- Individual instruction
- Cooperative learning
- Project based learning
- Large group lecture/demonstration and
- Individual and small group instruction through technology.

The educational program and curriculum set forth in Edison's *Partnership School Design* will be provided to all students in the School. No "tracking" or "ability grouping" will be employed. Instead, each student will be challenged in a manner appropriate to his/her level of performance through an individual plan of instruction set forth in the student's Quarterly Learning Plan.

C. School Calendar and Hours of Operation:

The annual calendar of the Springfield Charter School will provide for 206 days of regular instruction. The School will typically open in mid-August and close on the following June 30. Parents who wish to enroll their children in summer session courses are free to do so. Students in the Primary Academy (K-2) will attend school for 7 hours each day. Students in grade 3 and above will be in school for 8 hours a day.

Examples of annual calendars and daily schedules are presented on the last three pages of the attached *Partnership School Design.*

11.) Student Performance

A. Assessment of student performance.

The performance of students at the Springfield Charter School will be measured in the following ways:

- Participation in the Massachusetts Educational Assessment Program (M.E.A.P.);

- Participation in the district-wide assessment program as required by the Springfield Public Schools; and

- Participation in the individual performance assessments developed by the Edison Project, as described in Section 5 of the attached *Partnership School Design* and in the *Primary and Elementary Standards Books*.

B. Remedial services.

We believe that the most effective way to help low performing students to succeed is to create a close relationship between the student and a small group of educators who have the responsibility and the authority to tailor instruction to meet his or her individual needs. Therefore, responsibility for the monitoring of individual student performance and the delivery of remedial assistance to students in need rests with the team of four teachers serving each "House." Teachers will be well positioned to provide remedial assistance for the following reasons:

- Teachers in the Springfield Charter School will be selected in part on the basis of their ability to identify and assist students who need remedial help at the earliest possible point in their educational development.

- Teachers will be provided with regular and extensive training that will assist them in responding to individual student needs.

- The Edison Project will make a powerful interactive technology system available to the School's teachers and students that will make individualized remedial instruction available as needed.

- In addition to its regular classroom teachers, the Primary Academy will also employ two tutors to assist students experiencing academic difficulty.

When their remedial needs exceed the capability of their House teachers, students at the Springfield Charter School will be referred to reading and mathematics specialists at the school for further assistance.

C. Measurement of the development of skills.

Skill development will be measured through a combination of the achievement tests required by the Springfield Public Schools and the Commonwealth of Massachusetts, and a variety of individual assessment tools as described in Section 5 of the attached *Partnership*

School Design and in the *Primary and Elementary Standards* Books. Progress will be reported to parents at the quarterly learning conferences. Regular progress report will also be provided to the Trustees, the Springfield School Committee, and the public at large.

12.) Accountability

A. Self-assessment/evaluation.

Self assessment and evaluation will be an ongoing activity at the Springfield Charter School. Regular conversations about student performance will take place among the four teachers who make up the faculty for each "House" in the School. A periodic review of student and school performance will be conducted by the principal and shared with the Board of Trustees. In addition, operations at the Springfield Charter School will be subjected to continuous review by the Edison Project's national system of quality control.

B. Teacher and Administrator Evaluation.

The principal of the Charter School will be selected, trained and evaluated by the Edison Project. Selection of the principal is subject to ratification by the Board of Trustees. The principal will benefit from Edison's national system of quality control and management assistance. Formative evaluation conferences will be conducted quarterly, and a written summative evaluation will be prepared annually.

Teachers will be evaluated at least annually by the principal, with lead teachers assisting in the evaluation and development of their less senior teammates. The evaluation of professional personnel will be based largely on the extent to which students have made measurable progress toward the learning goals set forth in the curriculum.

C. Accountability to the public and to parents.

The Springfield Charter School will establish and maintain close communications with parents in the following ways:

- Regular parent conferences for the purpose of developing and reviewing Quarterly Learning Contracts.
- Additional teacher/parent/student conferences as needed.
- Regular contact between teachers and parents using an interactive

computer network linking the School with the home of every student.

- Establishment of a Parent Council to address issues of concern to the families being served by the School.

- An inclusive parent volunteer program.

Communications with the wider community will be promoted by a Board of Friends consisting of leading Springfield citizens. The Board of Friends will organize a variety of activities, including:

- Mentoring programs

- Guest speakers and field experiences

- Community information programs

- Community service programs

- Fund raising for supplemental activities.

D. School Budgets and Financial Records.

The Edison Project and the School's Principal will develop a recommended budget for the Springfield Charter School annually, in consultation with representatives of the faculty and parents. The final budget will be adopted by the Board of Trustees.

The Edison Project and the Principal of the Springfield Charter School will report to the Board of Trustees on the expenditure of funds and the status of all budget accounts on a quarterly basis. The Board of Trustees will conduct an annual independent audit of all School expenditures and accounts. These reports will also be provided to the Springfield School Committee and to the general public.

E. Maintenance of School Records, Annual Report.

The Springfield Charter School will maintain school records and will disseminate an annual report and other information as required by Massachusetts General Law c.71, s.89.

13.) Human Resources Information:

A. Employment of teaching and administrative staff.

The Springfield Charter School will be led by a principal to be recruited and selected by the Edison Project, subject to ratification by the Board of Trustees. Teachers, in turn, will be hired and subject to dismissal by the principal. Initial recruiting efforts will focus on the Springfield area. However, Edison will conduct a coordinated nationwide recruiting effort to assure the selection of a high quality staff for the Springfield Charter School.

The standards for the employment of the principal and the faculty are set forth in the attached *Partnership School Design* document.

B. Staff Size, Student/Teacher Ratio

Assuming that the Springfield Charter School serves approximately 480 students when it opens in September of 1995, the targeted staff size for the School is as follows:

1	Principal (full time)
1	School Secretary (full time)
2	Technology Support Staff (full time)
1	Professional Development Coordinator (part time)
1	Librarian/Media Specialist (full time)
1	Community Resource Director (part time)
2	Tutors (full time)
1	After School Director (part time)
26	Teachers, as follows:
16	Classroom Teachers
2	Special Education Teachers
2	World Language Teachers
2	Physical Education Teachers
4	Art and Music Teachers

These arrangements will yield a student/teacher ratio of approximately 18.5 to 1, not including tutors and other support staff.

C. Professional Development opportunities.

The Springfield Charter School will make a major investment in its staff in the form of professional training and development. All staff members will be provided with a six week pre-service orientation and development program prior to the opening of school in September of 1995. The School's four-person teacher teams will be the focus of on going in-service professional development, under the direction of the School's Professional Development Coordinator and lead teachers. Support and assistance for the professional development program will be provided by Edison's national office. For additional information on teachers and professional development at the Springfield Charter School, see Section 6 of Edison's *Partnership School Design* .

D. Human Resource Policies.

Salaries & Benefits: Salaries and benefits extended to professional staff members at the Springfield Charter School will be competitive with those provided by the Springfield Public School system. Proposed average salaries are set forth in the operating budget for 1995-96.

Employment of the Principal: The principal of the Springfield Charter School will be selected by the Board of Trustees and the Edison Project on the basis of the attached job description. The principal will be employed on an annual contract and may be dismissed in accordance with due process that conforms to the requirements of state law.

Employment of Teachers: Teachers at the Springfield Charter School will be selected by the principal on the basis of written job descriptions. (The job description for Lead Teacher is attached. Job descriptions for other professional and support positions in the School are available on request.) Teachers will be employed on annual contracts and will be subject to dismissal by the School's principal, in keeping with due process that conforms to the requirements of state law.

Compliance with Labor Laws: Human resource policies and practices of the Springfield Charter School and the Edison Project will be consistent with applicable state and federal labor laws.

14.) School Governance:

A. Internal Management.

The Springfield Charter School will be managed by the Edison Project, on the basis of a five year contract between the Board of Trustees and Edison. Under the terms of the management contract, the Edison Project will be accountable to the Board of Trustees for the operation of the School and the achievement of students. The contract will describe the means by which the Trustees may dismiss the Edison Project for failure to perform.

Day to day management of the School will be the responsibility of the Principal, who will be selected by the Edison Project, subject to ratification of the Board of Trustees.

B. Selection of the Board of Trustees

The original Board of Trustees consists of the individuals named in Section 4 of this application. Additional and/or replacement Trustees will be selected in accordance with the Board's By-Laws.

C. Roles and Responsibilities of the Board of Trustees

The Board of Trustees will be responsible for:

- Development and execution of the management contract under which the Edison Project will staff, equip and operate the School;

  under which a suitable facility will be made available to the School;

- Ratification of the selection of the school principal;

- Receipt of funds for the operation of the School from local school committee in accordance with the procedures set forth in the Charter School law;

- Solicitation and receipt of grants, loans and donations consistent with the mission of the Springfield Charter School;

- Monitoring and audit of school finances; and

- Monitoring of school operations and student performance, on the basis of regular reports to be presented by the Edison Project.

D. Relationship of the Board of Trustees to teachers, administrators, students and families.

Since the Springfield Charter School will be managed by the Edison Project, teachers, students and families will have a direct relationship with the Edison Project through the principal, teachers and other staff members. The Board of Trustees will confer with parents, teachers and students from time to time as a part of its general oversight of school operations and Edison's performance. The Springfield Charter School will solicit and welcome visitations from Trustees, parents and other citizens who are interested in observing or assisting with the School's activities.

E. Parent and Student Involvement in Decision Making.

Since the Springfield Charter School will be a school of choice, parents retain the right to make two very important decisions with respect to the education of their children: the right to seek admission for their children and the right to withdraw their children if they conclude that the School is not serving their children's best interests.

Parents will play an important role in consulting with their children's teachers in the development and implementation of Quarterly Learning

Contracts. In addition, parents will be encouraged to provide advice and assistance to the school through service on the School Parent Advisory Board and through a variety of other volunteer activities.

15.) School Community:

A. Community Environment:

A number of aspects of the Edison School design will assure a positive community environment at the Springfield Charter School. These include:

- A "House System" in which groups of approximately 100 students work with teams of four classroom teachers, supplemented with specialists in music and art, foreign language, physical fitness and sports.

- An "Academy" structure under which teachers work with the same groups of students for two or three years, thus forming closer, more productive and more accountable relationships;

- A curriculum that emphasizes character and ethics, including responsible behavior as members of a learning community.

- A pervasive system of technology that facilitates communication among students, staff members and families.

B. Parent Involvement:

The Springfield Charter School will encourage parent involvement on several levels, beginning with each parent's initial decision to enroll his or her child in the school. Other forms of parent involvement will include:

- School and classroom visitations
- Regular participation in the development and review of Quarterly Learning Contracts with their children and their children's teachers
- Parents serving as school volunteers
- Parents serving on the School's Board of Friends
- Parents serving on the Board of Trustees.

C. Relationship with the Surrounding Community:

The Springfield Charter School will be a community school in every sense of the term. Efforts will be made to locate important community services in the School building, so as to make them accessible to parents. The School building will be available for use by community groups after school hours. The Board of Friends will encourage community members to involve themselves in the life of the School in a variety of ways, including mentor programs, guest presentations, field trips and school visitations.

For additional information on the important roles that students, families and the community at large will play in the life of the Springfield Charter School, see section 8 of Edison's *Partnership School Design.*

16.) Replicability and District Relations:

A. Replicability.

Because the Springfield Charter School enjoys a close, cooperative relationship with the administrative leadership of the local school system, every effort will be made to apply any lessons learned in the School to other public schools in Springfield. Interested public schools in the Springfield area will also be welcome to visit the school and to receive report on the School's progress.

B. Direct Benefit to the District.

Professional development programs offered at the Springfield Charter School will be open to teachers from throughout the Springfield school district, on a space available basis. Staff of the

Charter School and the Springfield Public Schools will also collaborate on curriculum development efforts.

C. Building Rapport with the District.

Compared to most charter schools, the Springfield Charter School will enjoy a close and cooperative relationship with the local public school system. The Superintendent has been an advocate for the School and the School Committee has endorsed the concept of an Edison Charter School. The Mayor of Springfield (who chairs the School Committee) and two other members of the Committee, have been appointed to the Board of Trustees of the Springfield Charter School.

17.) Building Options:

A. Present Building Options.

A specific facility for the Springfield Charter School will be identified by the Superintendent of Schools and approved by the Springfield School Committee. It is anticipated that the building will be leased to the Trustees of the Charter School at a nominal annual rate by the City of Springfield.

B. Suitability.

The facility to be selected is a currently operating, code compliant public school building.

C. Financing Plans.

The Edison Project will assume financial responsibility for adapting the facility for use as a Charter School, including general painting and clean up, and installation of the technology that is integral to the Edison school design.

18.) Code of Conduct:

The Code of Conduct for the Springfield Charter School will conform with state law on suspensions and expulsions, Chapter 71, Section 37H. A copy of the draft Code is attached. Prior to the opening of the School, the Code will be revised with the assistance of faculty members and parents.

19.) Special Needs & Bilingual Students:

A. Special Needs Students:

The Springfield Charter School welcomes children with special needs and will operate in accordance with state and federal requirements for the education of handicapped students. Because students will be admitted to the Springfield Charter School by means of a lottery, it is expected that several special education children will be included among the School's student body. Those students will be provided with the services required by their Individual Education Plans.

The Springfield Charter School's approach to special education services will be one of "responsible inclusion", meaning that special needs youngsters will be included in regular instructional groups and provided with the assistance that they need to achieve success together with their peers. Many features of the Edison school design will be of particular value to special needs students and will enable them to be included in the mainstream instructional program:

- The inclusion of two Special Education Teachers on the school staff, in addition to the sixteen regular classroom teachers. (The number of Special Education teachers may vary, depending on the needs of the student body, as reflected in Individual Education Plans (IEPs).)

- An "Academy" structure which enables students to work with the same teams of teachers over a period of three years;

- The availability of educational technology both in the school and at home;

- Training for all classroom teachers in special education instructional techniques;

- The provision of tutors on the staff of the Primary Academy to assist students in the acquisition of basic skills; and

- The development of quarterly learning contracts with each student and his/her parents or guardians.

The faculty of the Springfield Charter School will be looking for ways to take advantage of these features so as to improve services to special needs students. In such cases, modifications to students' Individual Educational Plans will be made via the established Planning & Placement Team process.

Finally, the basic educational program at the Springfield Charter School is designed to recognize and respond to the individual needs of students and so to reduce the need for special education services in later years.

B. Bilingual Students.

The Springfield Charter School also expects to enroll a number of children for whom English is not the first language. The School will operate in accordance with state and federal requirements with respect to the needs of these students, and will provide an environment where languages and language learning are valued and encouraged. The process of learning languages beyond the primary home language will be viewed as an enriching experience by which students learn and explore new cultures, experience adventures, and communicate with others through the world's languages.

Following their enrollment in the School, students' language needs will be evaluated. Whenever a sufficient number of language minority students are enrolled, those students whose English language skills are at Levels I or II will be recommended for placement in a two-way bilingual model. Core subject instruction will take place in the primary language along with appropriate time for content-based ESOL (English for Speakers of Other Languages) activities. Students whose evaluation indicates English proficiency at Levels III or IV will be recommended for placement in English language core instructional groups with ESOL supports and staff personnel trained in language acquisition.

Other features of the Edison school design will help to accommodate these students:

- Decisions about the employment of teachers for the School will be made with reference to the language needs of the students enrolled.

- ESOL instruction will be provided for all students whose primary language is other than English. The ESOL model acknowledges that second language acquisition is a process in which students move from pre-production, receptive language skills to higher levels of expressive language abilities.

- All students will receive instruction in Spanish through Edison's World Language Program, beginning in Kindergarten. This instruction will follow a content-based approach to support comprehension in the Spanish language. Students will build an appreciation for languages and discover the rich traditions that are associated with a variety of Spanish-speaking cultures.

- As a part of the World Language Program, students in all academies and language groupings will have routine access to computers which offer software in English and Spanish as supplemental opportunities to build both receptive and expressive language. Edison's technology system will extend these resources into the home as well as the school. Computer software with CD-ROM capability will support bilingual literacy skills.

- Language acquisition will be an important part of the professional development program for all teachers at the Springfield Charter School. Teachers who work with bilingual and ESOL students will learn about effective instruction across all subject disciplines; powerful learning opportunities through peer instruction and cooperative groups; strategies for increasing home-school cooperation; alternative methods to assess ESOL students through authentic demonstrations; and developing a risk-free environment in which students can share their language and culture.

20.) Funding:

A. Start up Budget.

A first year operating budget is attached. In future years, the Trustees and the Principal will consult with the faculty on the development of the budget.

B. Fund Raising.

While the Springfield Charter School expects to seek additional public and private funding for its educational efforts, the nature and amount of any such support is unknown at this time.

C. Five Year Operating & Capital Plan.

A five year operating budget and capital plan is enclosed. Capital resources necessary for the equipping and renovation of the school building will be provided by the Edison Project.

21.) Transportation:

A. Charter School students who reside in Springfield will be transported to and from school by the local public school system. Cooperation between the Charter School and the local school district will be facilitated by the fact that the Mayor, the Superintendent and two members of the Springfield School Committee are members of the School's Board of Trustees.

B. In the event that all available spaces at the Springfield Charter School are not filled by Springfield residents, the School will be open to the enrollment of students from surrounding communities. In such cases, the School will request that the sending district and the Springfield Public Schools cooperate in the provision of transportation services for such students.

C. The Springfield Charter School will operate a 206 day instructional year. Students will be provided with transportation to and from school throughout the extended school year.

To be submitted prior to the granting of the charter:

22.) Liability & Insurance:

A. The Springfield Charter School will purchase insurance coverage necessary to comply with all state requirements for health, general liability, property and director's & officers insurance.

B. Prior to the granting of the charter, the Board of Trustees will demonstrate the safety and structural soundness of the school facility, including compliance with all federal and state health and safety requirements, through the submission of documentation from the local building inspector and the local fire department.

23.) Governance Documents:

Prior to the granting of the charter, the Trustees will provide the Secretary with copies of the School's By Laws and Articles of Incorporation, as well as a copy of the Trustee's contract with the Edison Project.

Appendix A

Summary of Springfield's School Improvement Efforts

Springfield Schools Superintendent Peter J. Negroni believes that the Charter School and the Edison school design offer a valuable opportunity to advance the school improvement process that he has been pursuing since he came to Springfield in 1989. (See Appendix A for a description of Springfield's school improvement strategies.)

Since assuming the post of Superintendent of Schools in 1989, Dr. Peter J. Negroni has guided the Springfield Public Schools in a planned school reform and renewal effort focused on the (1) organizational, (2) pedagogical, (3) social/attitudinal and (4) political transformation of the second largest school district in New England. Major beliefs which guide and shape these transformational efforts include:

- Systemic change is essential to respond to all needs.
- Every child can and will learn.
- All constituencies must be involved in the schools.
- Teaching for learning prepared students for a changing and complex world.
- High expectations for all must challenge curriculum offerings and the established organization.
- Student performance determines success or failure and guides the direction of reform.

As the "chief advocate for children" in Springfield, Dr. Negroni likes to say: "Parents send us all of their children. They don't keep the good ones home."

Educating every child, believing that every child is capable of learning, responding to the health, safety and career development needs of all children and creating school environments and curricula that include rather than exclude every child characterize the central themes within this new vision of the Springfield Public Schools. This vision was created across the Springfield community -- in public forums, in corporate board rooms, in the Greater Springfield Chamber of Commerce, in teachers' lounges, in P.T.O. meetings, and in administrative and School Committee planning retreats.

Since 1989, strategic and system wide changes have been directed and implemented. Six year (1989-1995) highlights of these efforts include:

- The "Blueprint for Excellence" which provides the vision and framework for all school improvement activities and incorporates the participation of the total Springfield community. Its central motto -- Every child can and Will Learn.

- Implementation of School-Based Management teams in all schools thereby shifting certain control and decision-making processes to the individual building level.

- The creation of middle schools and three (3) K-8 schools.

- The outreach, organization and development of far-reaching, collaborative agreements (partnerships) with the business, religious and social services communities to work towards new interagency arrangements to improve services to children, youth and their families.

- The formulation of seven citywide task forces to study and recommend action on (1) Effective Schools implementation; (2) Central Office reorganization; (3) Middle Schools; (4) Curriculum for the 21st Century; (5) Use of Technology; (6) High Schools Reorganization; and (7) Early Childhood.

- The formation of special study committees charged with reviewing existing policies concerned with tracking, technology, grade retention, early childhood education, attendance, school discipline and race relations.

- Development of a School Choice Plan that gives parents the ability to select the school their child attends.

- Organization of a Parent Information Center for school and program information and for student registration and the Springfield Parent Teacher Network (S.P.A.N.) representing a community coalition of parents, teachers and students.

- The involvement of outside experts and nationally recognized programs for professional development, including L. Lezzotte, J. Comer, D. Mann, J. Howard, J. Saphier and D. Prothrow-Stith. Institutions such as Harvard, the University of Massachusetts at Amherst, Smith College School for Social Work, Springfield College, Cambridge College, the MITRE Corporation and Springfield Technical Community College have all had sizable roles.

- Formal partnerships with the business community, social service agencies and the religious community.

- Development of learning outcomes K-12 for all academic subjects.

- An aggressive building program that added a K-8 school for 1,000 students in 1993; a K-5 school for 800 students in 1995; a 1,500 pupil

science and technology high school to open in 1996; plans for rehabilitation and addition to a high school; a new middle school; and additions to two elementary schools within the next three years.

- Incorporation of seven professional development days and additional instructional time into the teacher work year, as well as seventy-five minutes of planning time per week.

- Development and implementation of school centered decision making teams in each school;

- Professional development in research for better teaching and efficacy which has reached all administrators and will eventually be provided to the entire teaching staff.

APPENDIX B

Table 4
Basic Battery Median G.E. by Race and Gain
MAT6

		Grade Level in Tested Norm Month					
		3.7	4.7	5.7	6.7	7.7	8.7
White: 1991-92		4.0	5.8	6.8	7.3	8.5	10.1
	Gain		17	6	10	7	18
Black:		3.3	4.6	5.4	5.7	6.2	7.5
	Gain		12	5	5	0	11
Hispanic:		3.1	3.9	5.0	5.5	5.9	6.6
	Gain		7	7	5	0	8
System: BB		3.5	4.9	5.7	6.2	6.9	8.0
	Gain		13	5	7	1	11
		ITBS					
White: 1992-93		3.8	5.3	5.9	7.0	7.6	8.6
Black:		3.2	4.4	5.1	6.1	6.2	7.3
Hispanic:		3.1	4.1	4.5	5.2	5.6	6.4
System: BB		3.4	4.6	5.3	6.0	6.5	7.6
White: 1993-94		3.9	5.4	6.4	7.3	8.3	8.8
	Gain		16	11	14	13	12
Black:		3.3	4.5	5.3	**6.0**	6.3	7.1
	Gain		13	9	9	2	**9**
Hispanic:		3.2	4.3	4.9	5.4	5.6	6.5
	Gain		12	8	9	4	9
System: BB		3.5	4.7	5.5	6.1	6.5	7.4
	Gain		13	9	8	5	9

Underlined: Equals or exceeds the National Norm
BOLD: Decrease in value from the previous year or entry
NOTE: Data from MAT6 and can NOT be compared to ITBS

06-Feb-95
02:14 PM

THE EDISON PROJECT - APPENDIX C

Springfield Charter School
Springfield, Massachusetts
Working Draft Budget Revised
($ in 000's)

	K-5	Per Pupil
Grades	6	
# of Students	480	
Square Feet	29,890	
Revenues		
District Provided Revenue (1)	$ 2,772	$ 5.775
Categorical Funding (2)	168	0.350
Summer Session Revenue (3)	48	0.100
Total Revenues	$ 2,988	$ 6.225
Operating Expenditures		
Staff Expenses		
Salaries (4)	$ 1,355	$ 2.824
Benefits (5)	339	0.706
Total Staff Expenses	$ 1,694	$ 3.529
Other Expenses (6)		
Curriculum Products (7)	$ 34	$ 0.070
Campus Operations & Maint. (8)	195	0.406
Technology Operations & Maint. (9)	113	0.235
General & Administrative (10)	173	0.360
Transportation (11)	180	0.375
Board of Trustees (12)	20	0.042
Contingency Misc. (13)	88	0.184
Total Other Expenses	$ 803	$ 1.672
Total Campus Expenses	$ 2,497	$ 5.202
Off-Site Expenditures		
Repayment of Capital Expenditures	236	0.491
Educational Services Delivered to School	216	0.450
Edison Mngment, Development, & Future Profits	40	0.083
Total Off-Site Expenditures	$ 491	$ 1.023
Edison Capital Expenditures (14)		
Technology Equipment	664	$ 1.383
Infrastructure Equipment	147	0.306
Furniture & Fixtures	0	0.000
Infrastructure Wiring (15)	94	0.195
Curriculum Capital	144	0.300
Building Improvements (15)	73	0.152
Design, Const. & 15% Contingency (15)	56	0.116
Total Edison Capital Expenditures	$ 1,178	$ 2.453

Springfield Charter School
Springfield, Massachusetts
Working Draft Budget Revised
($ In 000's)

Notes

(1) Assumes a base per pupil revenue of $5,775.

(2) Assumes categorical funding, such as, Chapter 1, at $350 per pupil.

(3) Assumes 1/3 of the students do not attend summer session, and these positions are filled by non-Edison students at $50 per week times 6 weeks of session.

(4) See Staffing/ Salary Assumptions.

(5) Equal to 25% of salaries.

(6) Edison Project estimates. Assumes food service is provided by the district.

(7) Disposable curriculum products, including workbooks, science supplies, art supplies, notebooks, etc.

(8) Includes annual energy, building maintenance, landscape, security, etc. Assumes at $6.55 per sq. ft. Estimates provided by Axiom Real Estate Management .

(9) Includes technology equipment repairs & replacement, annual maintenance, license fees, etc.

(10) Includes professional development, liability insurance of $100 per pupil, legal & professional, office supplies and all other expenses of running the school.

(11) Assumes $375 per pupil. Estimates provided by Springfield Public Schools.

(12) Assumes administrative expenses incurred by the Board of Trustees.

(13) Equal to 4% of all expenses excluding transportation, relocatable unit costs, and Board of Trustees expenses.

(14) Capital expenditures paid over the five year term of the contract, before inflation and replacement. Inflation and replacement assumptions are included in the business plan projections.

(15) Estimates provided by Axiom Real Estate Management .

THE EDISON PROJECT

APPENDIX C

Springfield Charter School
Springfield, Massachusetts
Working Draft Budget
($ in 000's)

Staffing/Salary Assumptions

Grades K-5: 480 students

	Base Year Number	Average Salary Per Person	Average Total Salary Costs
Administration			
Secretarial	1.00	20.0	20.0
Principals	1.00	60.2	60.2
Total Administrative Staff	2.00		$ 80.2
Instructional			
Teaching Teams			
Lead (Mentor) Teacher	4.00	$ 48.2	$ 192.7
Senior Teacher	4.00	42.4	169.7
Teacher	4.00	35.6	142.4
Resident Teacher	4.00	27.8	111.1
Tutor	2.00	12.0	24.0
Sub-total	18.00		$ 640.0
Shared Teachers			
Art/Music	4.00	$ 35.6	$ 142.4
Physical Education	2.00	35.6	71.2
Physical Education	1.00	27.8	27.8
Special Education	2.00	35.6	71.2
World Language	2.00	35.6	71.2
Sub-total	11.00		$ 383.9
Coach and Summer Stipends	N/A	N/A	$ 58.1
Substitute Teacher Stipends	N/A	N/A	8.1
Instructional Support			
LAN Administrator	1.00	$ 55.0	$ 55.0
TSL Director	1.00	35.0	35.0
Hourly General User Support Personnel	2.00	15.0	30.0
Librarian/Media Specialist	1.00	35.0	35.0
Community Resource Director	0.50	35.0	17.5
After-School Director	0.50	25.0	12.5
	6.00		$ 185.0
Total Staff	37.00		$ 1,355.3
Average Salary per Teacher (Excl. Tutors and Stipends)			$ 37.032
Average Salary per Total Staff (Excl. Substitutes)			$ 36.411
Per Pupil Total Staff Expense			$ 2.824
Students per Instructional Staff	13.7		
Students per Teacher (Excl. Tutors)	17.8		

14-Feb-95
11:05 AM

Charter School Operating Budget
Five Year Projection
($'s in 000s)

APPENDIX D

Inflation Rate 4.00%	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Assumptions					
Grades	K-5	K-8	K-10	K-12	K-12
Enrollment	480	720	880	1,040	1,040
Per Pupil Revenue	$5,830	$6,063	$6,306	$6,558	$6,820
Per Pupil Entitlements	0.350	0.364	0.379	0.394	0.409
Per Pupil Edison Summer Session Revenue	0.100	0.104	0.108	0.112	0.117
Per Pupil Grants	0	0	0	0	0
Revenues					
Per Pupil Tuition Revenue	$2,798	$4,366	$5,549	$6,820	$7,093
Student Entitlements	168	262	333	409	426
Edison Summer Session	48	75	95	117	122
Grants	0	0	0	0	0
Total Revenues	$3,014	$4,702	$5,977	$7,347	$7,641
Expenses					
Direct Student Costs:					
Transportation	$180	$281	$357	$439	$456
Supplies	34	52	67	82	85
Computers and Materials	111	174	221	271	282
Insurance Expense	48	75	95	117	122
Field Study	0	0	0	0	0
Total Direct Student Costs	$373	$582	$740	$909	$945
Personnel:					
Principal/ Executive	$60	$94	$119	$146	$152
Teachers	1,275	1,989	2,528	3,107	3,231
Clerical	20	31	40	49	51
Custodians	57	88	112	138	144
Benefits	339	529	672	826	859
Staff Development	70	109	139	171	178
Total Personnel	$1,821	$2,840	$3,610	$4,437	$4,615
Occupancy:					
Rent	$26	$41	$52	$64	$67
Mortgage	0	0	0	0	0
Maintenance	42	66	84	103	107
Utilities	59	91	116	143	148
Janitorial Supplies	22	34	43	53	55
Total Occupancy	$149	$232	$295	$363	$377
Office:					
Supplies	$10	$15	$19	$23	$24
Equipment rental/ Maintenance	5	7	10	12	12
Telephone/ Communications	7	10	13	16	17
Accounting & Payroll	0	0	0	0	0
Printing & Copying	6	10	12	15	16
Postage & Shipping	5	7	10	12	12
Other					
Board of Trustees	20	31	40	49	51
Contractual Services	24	37	48	58	61
Contingency	88	138	175	215	224
Total Office	$165	$257	$326	$401	$417
Other					
Lease Payment *	$236	$368	$467	$574	$597
Educational Services	216	337	428	526	547
Management Fee	40	62	79	97	101
Total Other	$492	$767	$975	$1,198	$1,246
Total Expenses	$2,999	$4,678	$5,946	$7,308	$7,600
Excess (or Deficiency)	$16	$25	$31	$39	$40
Beginning Fund Balance					
Ending Fund Balance					

* Lease payments are for technology & infrastructure equipment.

APPENDIX E

14-Feb-95
11:05 AM

Charter School Capital Budget
Five Year Projection
($'s in 000s)

Inflation Rate 4.00%	FY 1995	FY 1996	FY 1997	FY 1998	FY 1992
Assumptions					
Grades	K-5	K-8	K-10	K-12	K-12
Enrollment	480	720	880	1,040	1,040
Per Pupil Revenue	$5,830	$6,063	$6,306	$6,558	$6,820
Per Pupil Entitlements	0.350	0.364	0.379	0.394	0.409
Per Pupil Edison Summer Session Revenue	0.100	0.104	0.108	0.112	0.117
Per Pupil Grants	0	0	0	0	0
Revenues					
Per Pupil Tuition Revenue	$2,798	$4,366	$5,549	$6,820	$7,093
Student Entitlements	168	262	333	409	426
Edison Summer Session	48	75	95	117	122
Grants	0	0	0	0	0
Total Revenues	$3,014	$4,702	$5,977	$7,347	$7,641
Edison Capital Expenditures					
Technology Equipment *	$0	$0	$0	$0	$0
Infrastructure Equipment *	$0	$0	$0	$0	0
Furniture & Fixtures	0	0	0	0	0
Infrastructure Wiring	94	49	34	35	0
Curriculum Capital	144	75	52	54	0
Building Improvements	73	38	26	27	0
Design, Const. & 15% Contingency	56	29	20	21	0
Total Edison Capital Expenditures	$366	$190	$132	$137	$0

*** Assumes $1,828,000 of technology & infrastructure equipment leased for a five year term at approximately 11.5%. Lease payments are shown under operating budget.**

Appendix F

The Springfield Charter School

CODE OF CONDUCT

Ensuring A Safe, Disciplined Environment for Learning

Increasingly, all schools, even elementary schools, face disruptions or violence that threaten their ability to function effectively to help students reach high academic standards. Our experience and careful study of best practices around the nation have led us to the conclusion that a balanced, comprehensive approach to discipline can be effective. Below are the major components of this approach as it will be applied at the Springfield Charter School.

Curriculum and School Design

A number of key features built into the Edison school design and curriculum help to prevent disciplinary problems. Strengthened home and school communication, through home computers and Edison Quarterly Learning Contracts (signed by educators, parents and students), helps to ensure an effective, unified approach to emerging discipline problems. The small "house" grouping of students and staff within each school provides a closely knit environment. Students in each cohort move through the several years of an academy with their team of teachers. In addition to improving familiarity, this encourages a strong bond based on the pursuit of a common goal: attaining the challenging standards set for that academy. In pursuit of these standards, all teachers receive extensive support in implementing instruction that engages students, including coherent, carefully-designed lessons and a school environment that limits distractions. Edison's emphasis on teaching Character & Ethics pervades the entire curriculum as well as everyday school operation. When it comes to fundamental values, such as responsibility, trustworthiness, and respect for others, each partnership school develops into a community of shared principles. As a normal part of the curriculum, students and teachers discuss basic ethical issues relevant to the topics being studied. Students also take part in activities that are designed to teach sound character, from helping to develop and enforce class rules to resolving peer disagreements fairly without resorting to violence.

Security

As part of the evaluation and improvement of available school sites, Edison also addresses basic security concerns. Many relatively inexpensive alterations, such as not using lockers and installing convex mirrors at corners, have been found to improve security. In addition, background checks are conducted on all professional and non-professional school staff. Decisions on particular measures take into account needs, resources, effectiveness, and appropriateness in the school environment.

Disciplinary Policy

Disciplinary proceedings in the Springfield Charter School will be conducted in accordance with the provisions of state law with respect to suspensions and expulsions, Chapter 71, Section 37H. Prior to the opening of school, the Code of Conduct will be revised with the assistance of faculty members and parents.

The Springfield Charter School will display prominently a description of basic character and ethical expectations for all students. Requirements are enforced through a Code of Civility. The Code of Civility includes a description of school-wide violations paired with the penalties to be imposed and accompanied by other information. Responsibility for implementing the Code rests with the school principal, in consultation with teachers. The Code and other relevant information are made available to potential students and their families in an appropriate format. As part of registration in the Springfield Charter School, students and their families sign the school Code.

Lesser violations--such as disrespectful behavior or lateness in turning in assignments--are addressed through common rules developed by teachers within school parameters. Disciplinary policy that addresses lesser violations as clearly and consistently as it addresses the most egregious behavior is much more effective in preventing an atmosphere of disorder that leads to more serious problems. The specific rules regarding such lesser violations and the manner in which they are developed (including the degree of participation by students in the process) will vary depending on the age of students. Students will help in monitoring peer behavior and helping to prevent violations. The penalties indicated for such lesser

violations are likely to involve such things as service to the school community, restitution, or in-school detentions. Below are the steps to be followed in all cases of disciplinary violations. Major or repeated violations may result directly in actions indicated in later steps, according to the school disciplinary guidelines for such violations and the judgment of the principal and Board of Trustees.

Disciplinary Steps:

1) Warning and/or discussion with the student by the teacher; if helpful, plan for correcting problem developed jointly and implemented.

2) Second or written warning and discussion, parent notification; accompanied by sanctions such as minor work assignment or detention of no more than one period in length.

3) Meeting with principal and conference with parents; extended work assignment and/or detention in isolation with day's work.

4) Conference with principal and parents; consideration of out-of-school suspension or expulsion. Suspensions or expulsions must be decided upon in manner consistent with state law, Chapter 71, Section 37H. The final authority with respect to expulsions rests with the Board of Trustees, who act upon the recommendation of the principal.

Disciplinary policy is implemented in a timely, fair, and consistent manner that ensures its effectiveness. Lesser violations are typically dealt with on the spot or at the end of the instructional period. Major violations are dealt with as soon as practicable, the same day if possible and no later than the end of the week. Parents are kept fully informed of students' behavior and a concerted effort is made to enlist them in preventing minor problems from mushrooming into major concerns. Students' "due process" rights, as defined by relevant federal law and the state of Massachusetts, are fully protected. Corporal punishment is prohibited, though physical restraint may be necessary under extraordinary circumstances.

Attendance/Lateness/Early Dismissal:

Regular, full attendance is necessary for the success of all students and is required by state law. Students may be excused temporarily from full school attendance for the following reasons: illness or quarantine; death or serious illness in the family; weather that presents a danger to the health of the child; observance of major religious holidays; and exceptional reasons approved by the principal. For latenesses and absences, a note from a parent or guardian is requested in advance, but required no later than the following day. In the case of early dismissals, a prior note is preferred (a telephone call is acceptable in emergencies when this is not possible) and the parent or guardian must arrive to pick up the child. Lateness in excess of five days in an academic year will require a parent-school conference. Substantial absences, latenesses, and dismissals may extend the time required for students to meet academic standards.

Dress:

On school grounds, it is expected that all students will be properly attired in a manner that reflects cleanliness, modesty, neatness. Clothing that tends to disrupt the educational process, or that could cause harm to the student or others is also not permitted. Additional or more specific guidelines regarding dress may be developed by the principal, in consultation with the parents, teachers, and the Board of Trustees. In major or repeat violations, students may be detained outside of class until a parent or guardian brings a change of clothes for students whose attire does not meet these requirements.

K-5 Penalties for Major And/Or Repeat Violations, By Category of Severity:

Sanctions indicated below for threats or damage to persons or property apply to all student behavior--whether or not on school grounds--that is directed toward fellow students, school staff, or persons and their property neighboring the school (the latter counting as "school staff"). Expected behavior will also be further described for school meals, fire drills, recess, and transportation. Actions that are not explicitly

- Possession or use of alcohol or drugs
- Possession of, or threat using, a firearm, knife, or dangerous object
- Sexual assault
- Starting fire or fireworks/explosives (expulsion if intent to injure persons or property)
- Robbery
- Use of a firearm, knife, or dangerous object to hurt another (expulsion)
- Use of force or physical threats to obtain something that does not belong to you

Disciplinary policy regarding major violations for students receiving special education services will be the same as for all other students, except as required by federal law (including IDEA, section 504 of the Rehabilitation Act of 1973, and other applicable laws). Where student actions violate federal, state, or local laws, proper authorities will be notified.

Regardless of what is written down on paper, however, effective implementation of any disciplinary code requires an atmosphere of trust and community support. In the first year, the principal and Board of Trustees develop the full school-wide code for the Springfield Charter School--to the extent possible--in consultation with likely teachers and parents. As an integral part of joining the school, all students, parents, and staff sign and commit to the school code. Each year, recommended changes are considered through a consultative process that includes all members of the school community--including students, parents, teachers and other staff, and neighborhood residents or business. Decisions to amend the code are made by the principal and Board of Trustees, working with Edison.

listed as prohibited but that are similar to those listed or that clearly violate the spirit of the Code may be penalized according to the best judgment of the principal and the Board of Trustees.

Category I. Substantial Detention or Service Work Assignment, Restitution, or similar penalties (Most likely, Steps 2 or 3 above, depending on such things as the specifics of the case, age of student, and whether a repeated offense.)

- Defacing property
- Fraud or forgery
- False identification
- Gambling
- Harassment
- Having or giving out indecent material
- Possession or use of tobacco
- Trespassing
- Unruly or disorderly conduct
- Use of curse words, physical threats, or obscene gestures

Category II. Optional suspension or extended category "I" penalties, possible expulsion
(Most likely, Steps 3 or 4 above, depending on such things as the specifics of the case, age of student, and whether a repeated offense.)

- Breaking and entering
- Destruction of property
- Intentional violation of Honor Pledge (in performing assignments)
- Participation in in-school clubs or groups not approved by the school
- Hitting another student
- Curse words or obscene gestures toward staff
- Sexual misconduct
- Stealing or possession of stolen property
- Defying valid requests from school staff
- Violent disorderly conduct

Category III. Automatic suspension, possible expulsion
(Step 4 above)

- Continually disruptive behavior
- Indictment
- Physically threatening or hitting school staff

EDISON PROJECT PARTNERSHIP SCHOOLS

Job Position Description:

PRINCIPAL

Date: January, 1995

Job Location: School

Reports to: Director of Schools

Contact: The Edison Project
Schools Division
529 5th Avenue
New York, New York 10017

Job Summary:

The Edison Project Partnership Principal is responsible for providing instructional, operational and administrative leadership necessary to assure the success of The Edison Project Partnership School. She/he organizes, administers, supervises and evaluates all aspects of The Edison Project design within the Partnership School and the greater school-community. The Edison Project Partnership Principal will be held accountable for the continuous improvement of student achievement.

The Principal will:

- Communicate the vision that supports The Edison Project School's goals: articulate the school's values and model those values.
  - Provide leadership to the Board of Friends and the Partnership Team
  - Serve as a spokesperson for The Edison Project Partnership School in the community and elsewhere
- Develop a plan for achieving the school's vision; achieve a common understanding with the school community.
  - Provide leadership, direction and support to the implementation of School's instructional and program plans.
  - Provide leadership to the formulation and annual adjustment of the School's instructional and program plans
  - Engage parents and community in planning and implementing programs,

including community use of the school site.
  - Support the development of a network of student support systems.
- Create an effective team of people jointly responsible for the attainment of school goals: a team committed to achieving excellence.
  - Recruit, select and hire school staff, including teachers and school-based support staff
  - Provide Instructional Leadership in advancing proven teaching and learning practices
  - Mange and facilitate group planning and problem-solving sessions
  - Work with lead teachers and Professional Development Specialists to address team needs
- Continually monitor progress on all measures of school and staff performance; build on the strengths of staff; recognize improvement.
  - Manage and facilitate the analysis of student achievement data and problem-solving necessary to achieve continuous improvement
  - Supervise and evaluate school Instructional and Support staff.
  - Complete and publicly present the annual Edison Partnership School Progress Report to The Edison Project district and school community
  - Support and monitor the development of all staff and implementation of program improvements
- Other responsibilities include:
  - Student recruitment
  - Oversee implementation of the student recruitment and enrollment process
  - Establish and maintain a close working relationship with the local Board of Education
  - Develop and manage the school budget
  - Organize and supervise all operations involving the management of school, such as school funds, district funds, payroll, purchases, inventories, and office operations
  - Maintain complete and accurate records of the entire school program
  - Assure compliance with federal, state and local regulations and policies (unless otherwise waived)

<u>Requirements</u>:

Master's degree
Eight (8) years of appropriate teaching and administrative experience
Certified (or Certifiable) as a School Principal in the home state of our Edison Project School
Meets the Edison School Partnership Selection Criteria (see accompanying document)

APPENDIX H

EDISON PROJECT PARTNERSHIP SCHOOLS

Job Position Description:

Lead Teacher

Date: January, 1995

Job Location: School

Reports to: Principal

Contact: The Edison Project
Schools Division
529 5th Avenue
New York, New York 10017

Job Summary:
As a member of a teaching team, the lead teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will utilize a variety of instructional methodologies and curriculum resources to present material to students. The lead teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities.

The lead teacher in particular will take initial responsibility for the organizational management of a teaching team. Lead teachers will play a significant supporting role in the professional development of their teammates. In addition, they will take responsibility for directing the development of new curriculum, and facilitating communication between parents and other team members.

The lead teacher will:

- Act as a mentor to other teachers on the team
  - -work closely with the resident teacher
  - -serve as a professional development resource for team members
  - -coach team members as needed
  - -demonstrate effective instructional and classroom management techniques
  - -work with the principal and professional development experts to identify the team's professional development needs and coordinate the delivery of support
  - -assist in the development of individualized professional development plans for each teacher
- Lead and encourage productive discussion and collaboration among team members
  - -coordinate team planning meetings
  - -encourage individual team members to take on leadership roles within the team
- Promote effective ongoing communication between parents, community members, and teammates
  - -initiate all important home-school linkages
  - -monitor problems and act as a mediator for teammates should a conflict arise.
- Coordinate the development of curriculum within the team.
  - -share curriculum development expertise with team members
  - -facilitate the development of integrated curriculum units by drawing upon subject area expertise of team members
- Serve on various school committees, at the discretion of the local principal
- Design and oversee opportunities for parental involvement within the school
  - -meet with parents to discuss ideas
  - -publicize ways in which parents can be involved
  - -follow-up with parents to make sure that all are informed
  - -evaluate effectiveness of parental involvement efforts and improve where necessary

<u>Requirements</u>

BA degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)

Appropriate teacher certification where necessary

Evidence of educational experiences after college, i.e., fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.

At least eight years of classroom experience with a satisfactory rating

Positive references from most recent place of employment

Willingness to specialize in a subject area
A coherent, high quality essay written in response to the application

Additional Edison Specific Qualifications

Successful demonstration of teaching techniques and classroom management skills (i.e. creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal

Positive ratings during the Partnership School selection process by three interviewers: the principal, and if available, other teachers in the school. Interviewers will look for subject area knowledge, ability to work on a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the Edison design, etc.

Evidence of frequent participation in or demonstration of:

- leadership ability (demonstrated by evidence of having taken leadership roles in school or community activities)
- peer mentoring
- creation of professional development opportunities for others (i.e. leading workshops)
- development of both integrated curriculum units and curricula in different subject areas
- development of appropriate and/or embedded assessments
- activity in the school community
- involvement of parents and community in the classroom
- participation as a member of a team (demonstrated by involvement in team projects, grant writing, committees, etc.)

4292 .I6

ACME
BOOKBINDING CO., INC.

OCT 4 1997

100 CAMBRIDGE STREET
CHARLESTOWN, MASS.